

GROUP LESSON PLAN #2

BEHAVIORAL INTERVIEWING SKILLS

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CTE Level III Program

BMAS (Business Management and Administrative Services)

Title

Behavioral Interviewing Skills

Summary

This lesson will introduce students to behavioral interviewing techniques. Upon conclusion of participation in an interview lesson, students should be prepared to participate in an actual behavioral interview.

CTE Program Competencies/Indicators Addressed in this Lesson

Competency: 2.0 Prepare for Employment

Indicator: 2.3 Demonstrate interviewing skills

Competency: 4.0 Demonstrate Oral Communication Skills

Indicator: 4.2 Use questioning techniques to obtain needed information from audience

Indicator: 4.4 Demonstrate active listening during communications

Indicator: 4.7 Deliver presentation incorporating both appropriate verbal and nonverbal communication techniques

Competency: 11.0 Explain Business Ethics

Indicator: 11.2 Describe social responsibility in business

Competency: 18.0 Demonstrate Human Resource Management Functions

Indicator: 18.5 Explain the selection process of candidates

Arizona Academic Standard Content Area Addressed in this Lesson Academic Standard content area: Reading

R-P1 Apply reading strategies such as extracting, summarizing, clarifying, and interpreting information; predicting events and extending the ideas presented; relating new information to prior knowledge; supporting assertions with evidence; and making useful connections to other topics to comprehend works of literature and documents

PO 2. Summarize the main points

PO 3. Make predictions based on evidence presented

PO 5. Connect prior knowledge to information available

R-P4 Evaluate technical journals or workplace documents for purpose, organizational pattern, clarity, reliability and accuracy, and relevancy of information

PO 3. Evaluate information for

- relevance
- clarity
- understandability
- logic
- reliability and accuracy (e.g., expertise of author, appropriate use of statistics, diagrams, charts)

Academic Standard content area: Listening and Speaking

LS-P2 Deliver an impromptu speech that is organized, addresses a particular subject and is tailored to the audience

LS-P4 Conduct an interview, taking appropriate notes and summarizing the information learned

Learning Objectives

Upon completion of the lesson, the student will be able to:

Learning Objective: Display interview poise

Learning Objective: Organize formation for answers

Learning Objective: Use critical thinking to develop answers to questions

Learning Objective: Display appropriate oral communication skills

Evaluation

Student mastery of the target competencies will be measured by an interview rating sheet from a mock interview.

Conditions under which the evaluation should be administered

Minimum of two interviewers

Appropriate business dress

Resume available

Criteria for evaluation:

Interview Rating sheet

Minimum acceptable**

Duration

5 one-hour classes

Materials

Interview vocabulary graphic organizer
Interview rating sheets
Sample questions worksheets

Technology

“Hook”

Engage the students in a discussion about whether they are prepared for a personal job interview.

Background

Resume

Procedure

Step 1:

Procedure: Have students/teacher share interview experiences.

Materials/Equipment needed for this step (attach copies):

Probe questions for students:

Do you think job interviews are difficult?

Step 2:

Procedure: Complete terminology worksheet.

Materials/Equipment needed for this step (attach copies):

Possible vocabulary list.

Following is example of vocabulary graphic organizer:

Know	Need to Know	Learn
(Terms)	(Terms)	(Teacher discussion)

Probe questions for students:

What terms do you know?

What terms do you need to know?

Step 3:

Procedure: Brainstorm appropriate interview answers to sample questions provided by teacher.

Materials/Equipment needed for this step (attach copies):

Sample interview questions

Probe questions for students:

From these questions can you identify the situation you are being asked about, the action you took, and the action you took being selective and not getting too personal?

Step 4:

Procedure: Conduct mock interviews.

Materials/Equipment needed for this step (attach copies):

Minimum two interviewers

Interviewing assessment tool

Probe questions for students:

Look around you and identify a person who is dressed appropriately for an interview.

RESOURCES

<http://www.ultimate-selection-source.com/>

<http://www.hr.msu.edu/Depts/comp/behavior.htm>

<http://careers.unc.edu/bhavint.html>

<http://www.uwstout.edu/place/behavior.html>

<http://www.careertalk.com/behaviorial-frame.html>

http://www.inform.umd.edu/Student/Campus_Activities/StudentOrg/shrm/sample_quetions.htm

<http://tamu.placementmanual.com/interviewing/interviewing-10.html>

http://www.quintcareers.com/sample_behavioral.html

[www.placementmanual.com/interviewing/ interviewing-03.html](http://www.placementmanual.com/interviewing/interviewing-03.html)